Name: Rachel Fischhoff Grade: 5 Date: May 1-2, 2012

Sojourner Truth’s Step-Stomp Stride

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| Lesson Sources: Sojourner Truth’s Step-Stomp Stride |
| Lesson Objectives: Students will enrich their understanding of 19th century America, particularly race relations, by examining the challenges, choices, and lessons learned in the life of Sojourner Truth. |
| Standards: |
| Multicultural Content: Book deals with realities of slavery, racism, and sexism. |
| Materials and Advanced Preparation: Post-ited book, chart |
| Prior Knowledge and Skills Needed: Background knowledge of the time period (through Frederick Douglas, historical fiction, etc.) |
| Key/New Vocabulary: sojourn—to travel, abolish—to end, abolitionist—someone who fought to end slavery, Quaker—a kind of Christian, often abolitionists |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Fifth graders, I am very excited to share this story with you. Yesterday we talked about Lucy Terry Prince, and today we are going to learn the story of another very powerful, very wise freed black woman. * Sojourner Truth is famous for her ideas and especially for being a great orator—person who gives speeches, and writer. We might say she also was notable for her volubility. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * “Nothing quiet about that girl” * *We are already learning some important information about this character. There was nothing quiet about her, even as a baby. She made her presence known.* * “…almost six feet tall…sixe-twelve feet…” * *“We know that Sojourner has a big voice, and a big presence. I’m thinking she is the kind of person who can’t be ignored!* * “Belle’s strength and size made her valuable.” * *What is the meaning of the word valuable in this context? The context of the slave trade?* * “Belle wanted freedom more than anything. So she stepped to it.” * *Character traits? (hardworking, determined)* * “The Quakers were abolitionists” * *Where have we encountered Quaker abolitionists before? What might we be learning about this couple and their home?* * “That’s when Belle changed her name.” * *‘slave name’ refers to a name given to someone who is a slave by their master. Sojourner chose her own name.* * “Belle soon learned that to celebrate freedom, she had to speak her beliefs.” * *What does Freedom mean to Sojourner?* * “Sojourner’s voice was packed with power.” * *Character traits?* * *T&T: Sojourner is adding to her definition of freedom. What does freedom mean to Sojourner Truth?* * END DAY ONE * “Sojourner step-stomped to a women’s rights convention…” * *What rights were important to women at this time? To vote, for one…* * “…women were too weak to deserve equal rights…” * *This group of ministers is offering up lots of reasons, or excuses, for the mistreatment of women. Explaining that women don’t have the same rights as men, because they are not as smart, as strong, or that it’s God’s plan…* * “Ain’t I a woman?” * *T&T: This is a very famous speech! Sojourner is saying that her experience—as a black woman, a former slave—was left out of this whole conversation! Nobody helps Sojourner into carriages—why?* * End of speech * *Wow, that’s a very powerful speech—powerful ideas. What do you think about that?* | * What will students do to take in the information? | * How will you know what students taking in? |
|  | **5. Closing (at the share)**   * Read epilogue * What new information do we have about Sojourner Truth? How does that inform our understanding of this book? * How can we relate Sojourner Truth’s story to other biographies we have looked at—Joe Louis, Eleanor… | * What are students going to share/ respond to? * How many students will share? * How will you determine who shares? | * How will you assess the application of the concept during the workshop time? * How will you communicate to the students what they accomplished today? |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?